

External School Review Report Concluding Chapter

**New Territories Women & Juveniles
Welfare Association Ltd.
Leung Sing Tak Primary School**

**School Address: Tai Yuen Estate Phase II, Tai Po (Area 16),
New Territories**

**(The English translation is for reference only.
The Chinese original of the concluding chapter shall prevail.)**

Notes on the Concluding Chapter of the External School Review Report

1. All along, the EDB has been conducting External School Reviews (ESR) in a school-specific and focused manner, with a view to validating the effectiveness of school self-evaluation and giving schools suggestions for improvement. The ESR reports reflect the school performance during inspection. Upon receiving the ESR reports, schools should follow up on the suggestions provided by the ESR teams, unceasingly refine their work to increase effectiveness, and promote continuous development through self-improvement.
2. As always, schools are required to issue the contents of the ESR report to key stakeholders; at the same time, to enhance transparency, schools are encouraged to upload the full ESR report to the school website.
3. With the launch of the enhanced School Development and Accountability framework in November 2022, the EDB would upload the concluding chapter of the ESR reports to its website for public access starting from the 2023/24 school year to further enhance schools' transparency and accountability. By scrutinising the concluding chapter of different ESR reports, the public can have a preliminary grasp of the overall quality of education in Hong Kong, including its advantages and strengths, and areas for improvement.
4. The concluding chapter of the ESR reports refers to “Chapter 4 — Conclusion and Way Forward”. The judgments and suggestions in it are in line with the contents of the full reports, including the school context, overall effectiveness of school work and areas for improvement. Depending on the context and development needs of different schools, the length of the concluding chapter and the number of suggestions given vary slightly, and it is not advisable to make any comparison.

Concluding Chapter

In response to the educational trends and students' needs, the school sets clear major concerns and actively seeks external resources for gradual provision of e-learning equipment to support teaching. It values teachers' professional development, assigning experienced teachers as mentors to guide the new recruits. The school prioritises students' whole-person development. In recent years, it has striven to promote curriculum development, create a diversified learning environment, provide students with rich and interesting learning experiences, and stretch their potential in various aspects. The school progressively implements STEAM education by infusing elements such as coding and "hands-on and minds-on" production in and outside the classroom, cultivating students' interests in innovation and technology. The school places significant importance on values education, making good effort to create a positive campus atmosphere to help students build good character, and providing them with opportunities to demonstrate their talent in sports and arts. It also makes appropriate assignment and assessment arrangements to support students with different learning needs. A good rapport between parents and the school is evident, with parents actively participating in school activities and supporting school development with actions. Students are receptive to learning, courteous, sincere about and responsible for their learning, and keen to participate in internal and external activities in different domains.

Looking ahead, the school needs to make reference to the following suggestions to facilitate self-improvement and enhance continuous development.

- The school has to enhance the effectiveness of self-evaluation for effective practice of the "Planning-Implementation-Evaluation" cycle, including formulating a concrete development plan at the school level, making integrative use of self-evaluation information and data, reviewing student performance against its targets and using evaluation findings to inform planning. In addition, the school has to enhance the transparency in decision-making and management by strengthening the communication among teachers at all levels and strategically promoting professional exchange. The school also has to aptly empower middle managers and actualise their potential, thereby fostering their curriculum leadership.
- The effectiveness of catering for learner diversity in the classroom needs to be enhanced. Teachers have to review their teaching strategies and the design of learning activities, and adjust their teaching based on students' learning progress. They also have to employ questioning at different levels to facilitate students' higher-order thinking and provide concrete feedback to help students improve their learning.